

UNIVERSITY OF ALBERTA LIBRARY



0 0000 0015 503

CANADIAN

VANISHING COMMUNITIES

HUNTERS AND GATHERERS OF THE CENTRAL ARCTIC

· WINIFRED FERRY ·

CURRICULUM

E
99
E7
F39
1980
c.2



CURR



EX LIBRIS
UNIVERSITATIS
ALBERTÆNSIS

CANADIAN

VANISHING
COMMUNITIES

HUNTERS AND GATHERERS OF THE CENTRAL ARCTIC

· WINIFRED FERRY ·

Consultant: George Quinn,
Metropolitan Separate School Board, Toronto.

Photographs: Public Archives Canada and Jim O'Donohue

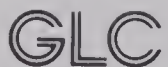
Maps: Sheila Huard

Illustrations: Acorn Technical Art

Copyright © 1980 GLC Publishers Ltd.

This book may not be reproduced in whole or
in part, by mimeograph or by any other means,
without permission.

All rights reserved. Printed and Bound in Canada



Publishers Limited / 115 Nugget Avenue / Agincourt / Ontario / M1S 3B1

ISBN 0-88874-1383



This book is about two Inuit families who lived in the Central Arctic in northern Canada. It describes the main things these families did during one year. Of course the Inuits' way of life has greatly changed. Only a few Inuit still live so close to the land.

This book will help you understand how the Inuit once lived and why they were able to survive in a cold, harsh land.



ACTIVITY 1

1. Which title does *not* describe this photograph?

(a) Winter in a cold land.

(b) Hunting in winter.

(c) Living in a cold land.

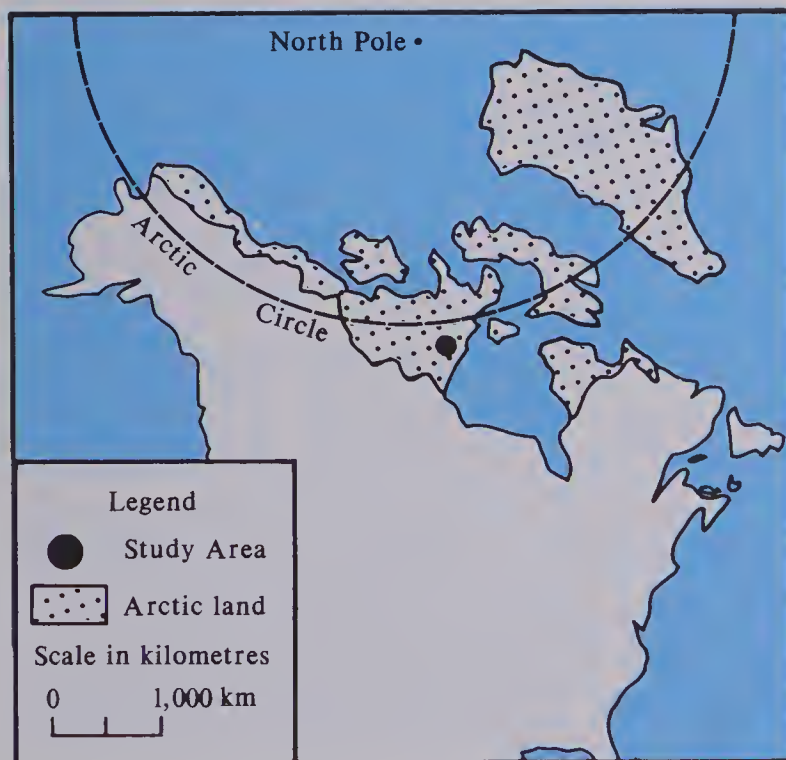
(d) What a snow house looks like.



2. (a) In what ways is the picture on the next page the same as the above photograph?

(b) In what ways is it different?

(c) What do both pictures tell about living in this land?



3. (a) Draw this map in your notebook. Add the information. Then on your map name:

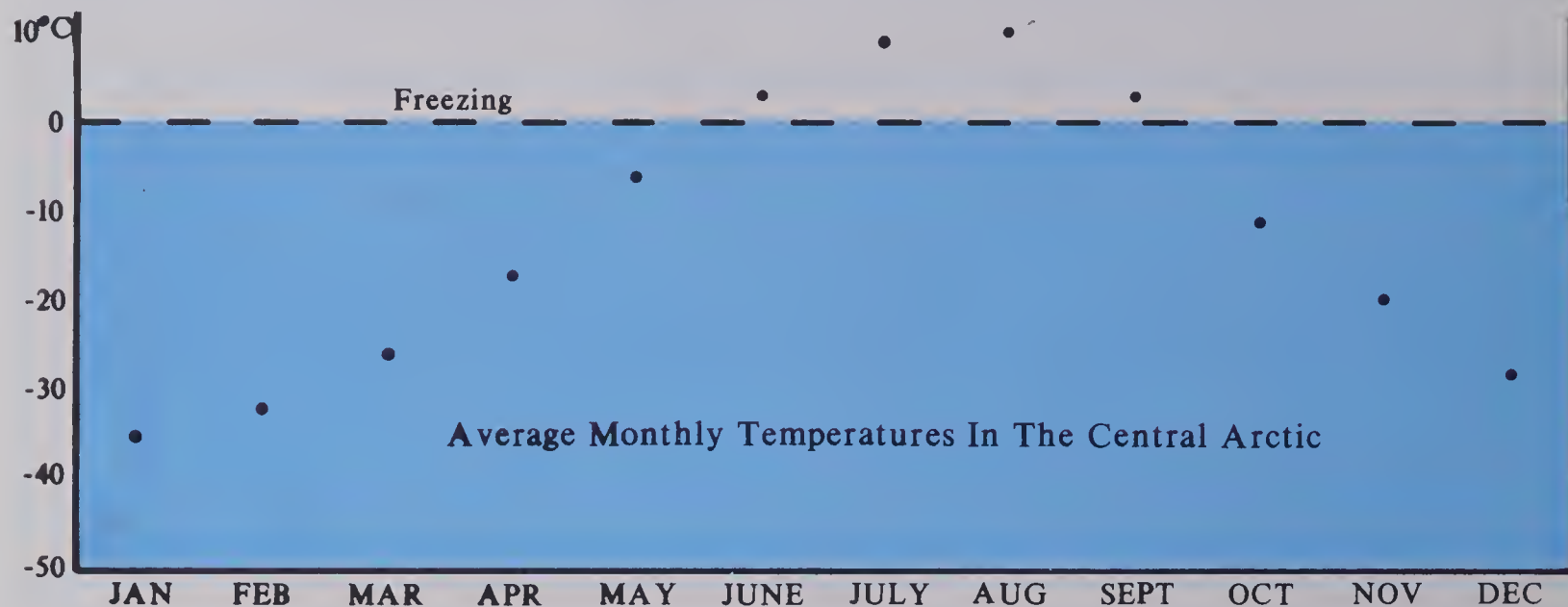
- (i) the continent
- (ii) the three oceans
- (iii) the large bay east of the study area
- (iv) the place where you live

An atlas or a wall map will help you.

(b) What information on the map shows that the study area is in a cold land?

4. (a) Which month is the coldest?
The chart will help you.
(b) What is the temperature of the coldest month?

- (c) How many months is the temperature below freezing?
(d) Which season lasts longer, winter or summer?



5. Choose the words in these paragraphs which describe the Central Arctic. Write these words in a list in your notebook.

Winter in the Central Arctic is a time of long nights and extreme cold. Because the sun is very low in the sky, it is dark most of the day. Cold winds drive the powdery snow into raging blizzards. They may last for days. Ice in the rivers may be two

metres thick!

Summer in the Arctic is a time of new life and growth. The dark days disappear. Daylight can last for 24 hours. By late June, the snow melts. The mossy land becomes covered with tiny, strong flowers. Ducks and geese swim in the open lakes. Salmon move up the rivers. Caribou return from the south. Berries ripen. But summer ends quickly. By September, winter is back again.

ACTIVITY 2

Amarook and Pongalak are members of an Inuit group.

1. Amarook is helping Pongalak build something. Amarook tests the

hardness of the snow with a piece of wire.

(a) How does this help Pongalak who is cutting into the snow?



2. (a) What is Pongalak doing with the snow blocks? (b) What shape is he placing them in?



3. Twenty minutes later, Pongalak is half finished. Why do you think he has placed the snow blocks to slant in towards him?



4. Pongalak finishes building the walls and the roof. Then he cuts a hole in the wall to make a doorway. He builds a tunnel out of snow around the doorway. Amarook uses a

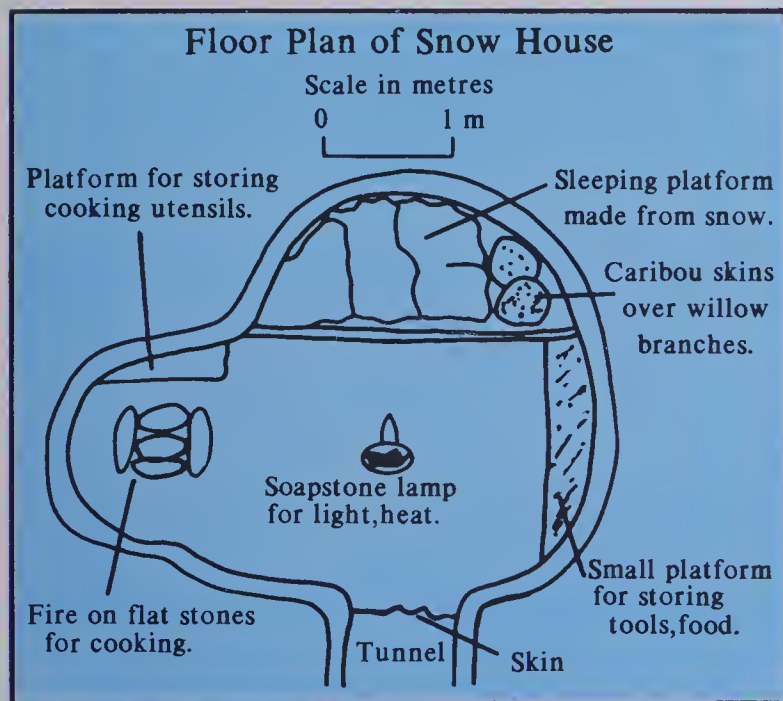
wooden shovel to pile snow around the outside walls of the snow blocks.

(a) What have he and Pongalak built?

(b) Describe its shape and size.



5. If you could look straight down on the completed snow house it would look like this:



(a) Study the scale on the floor plan. Then, measure the length and width of the snow house.

(b) Compare its size with the length and width of your classroom. Is your classroom bigger or smaller than the snow house?

6. This is the old way to build a winter house.

(a) What does Pongalak use for heat and light?

The floor plan will help you.

(b) How is your home heated?

(c) Why would Pongalak have difficulty heating a larger snow house?



ACTIVITY 3

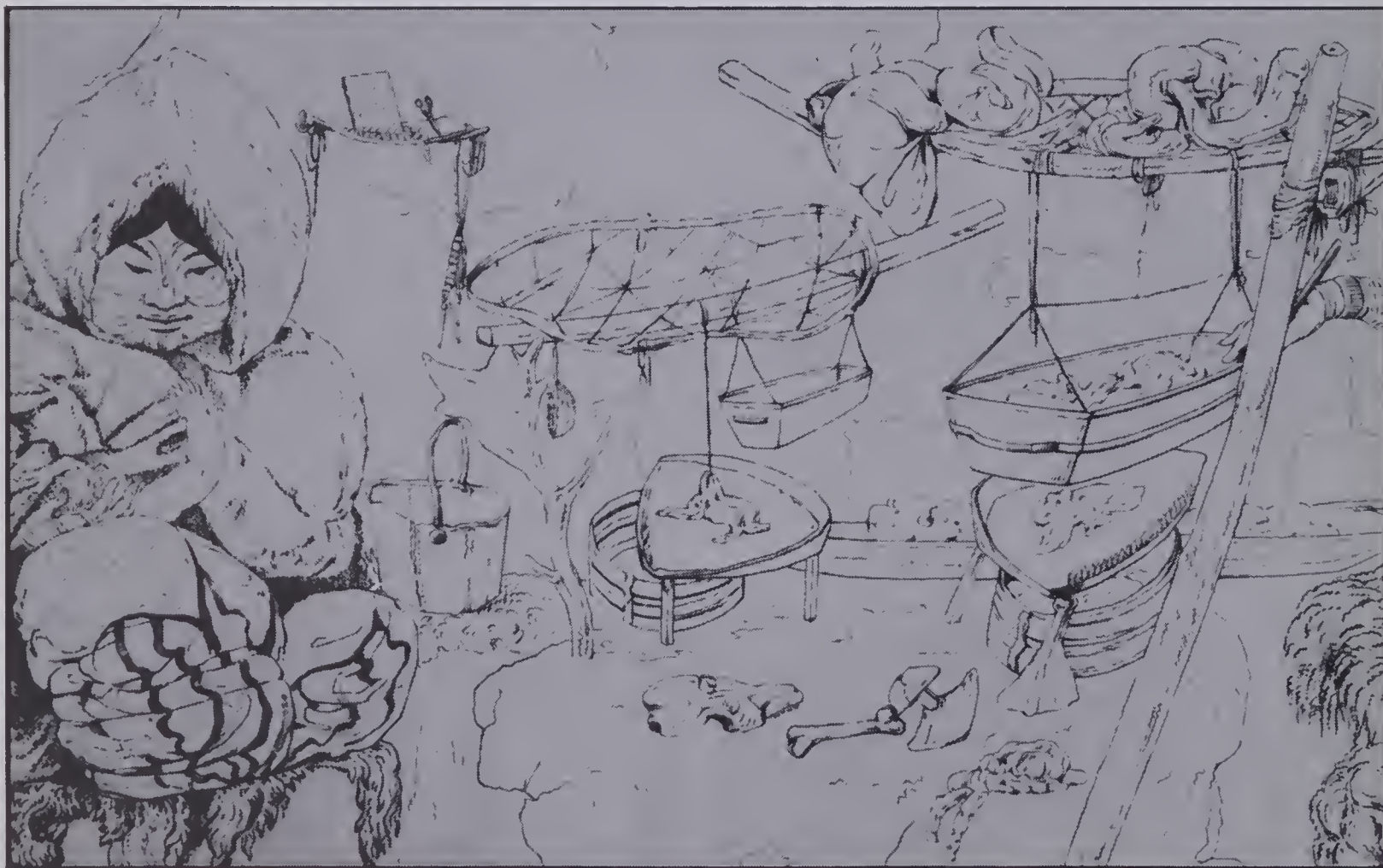
1. Arnarquik and her family will stay in the new igloo all winter. Now she sits inside and cuts some leggings from caribou hide. Grandmother will sew the hide together.

Toodlik helps make the leggings too. Toodlik chews sinew to make it soft. Then Grandmother will use the

sinew thread to sew the hides together.

Pongalak sits on the snow ledge in the igloo. He sings a song about his family's new home.

Write a report about Pongalak's home. Use the picture to help you describe the inside of the snow house.



2. What furniture do you see in the picture of the snow house? Why does Pongalak and his family not need more furniture?

3. Pongalak and his family use their igloo to:

- keep warm,
- make and mend clothes,
- talk with friends,
- eat.

Name two other uses of their home. The picture will help you.

4. Find the two words in this sentence that do not belong. Write the sentence correctly in your notebook.

The snow house protects Pongalak and his family from the blowing snow, cold winds, freezing rain and wild animals.

5. Pongalak and some friends are going ice fishing. He wears his new leggings made of soft, warm caribou hide. Arnarquik has made the

leggings wind-proof and also water-proof. All of Pongalak's winter clothing is made of caribou hide. He also wears:

another pair of pants and leggings with the fur next to his skin.

- two coats,
- two pairs of high boots,
- two pairs of mittens.

How does Pongalak's clothing protect him from the winter cold?



ACTIVITY 4



1. The fierce storm has ended. The blizzard with high winds and blowing snow lasted many days. Now the weather is cold but clear.

The families are beginning to run out of food. It is time to go again to the food-storage place. Pongalak and

Amarook prepare to leave camp. They will return in a few days.

(a) What are they doing to get ready? Use the picture and these words to help you:

dogs sled pull hitch

2. Finally Amarook and Pongalak are ready to leave. Amarook holds his lead dog, Mik.

(a) How is Amarook protected against the winter cold?

(b) How is Mik protected from the cold?



3. (a) Draw a picture of Pongalak's sled. Show these parts of the sled on your drawing:

bone handles

bone and wooden runners

wooden cross-slats

caribou hide rope



4. Amarook and Pongalak return from their trip to the food-storage place. On the way back to camp they caught two rabbits. Arnarquik laughs when she sees the food for the evening meal. "Tonight is a special night," she jokes. "You will be able to sing a song about your successful hunt."

Soon evening comes. Amarook, Pongalak and their families walk to a large snow house. Other families are already inside. Toodlik goes inside with her family. It is very warm there. Someone beats on a drum. Others sing. Amarook sings a song about his hunting trip.

Later that night everyone joins hands and dances in a circle. Even Toodlik dances. They dance by

swaying in one spot as they sing. The drum continues to beat. Everyone dances and sings far into the night.

But Toodlik does not stay awake to see how the dance ends. She falls

asleep beside her brother before it is time to return home.

Winter is a time when Pongalak and his family often visit the dance house to sing and dance.



Why do they go to the dance house during the long, cold season?

5. What do you and your family like to do for entertainment during winter evenings?

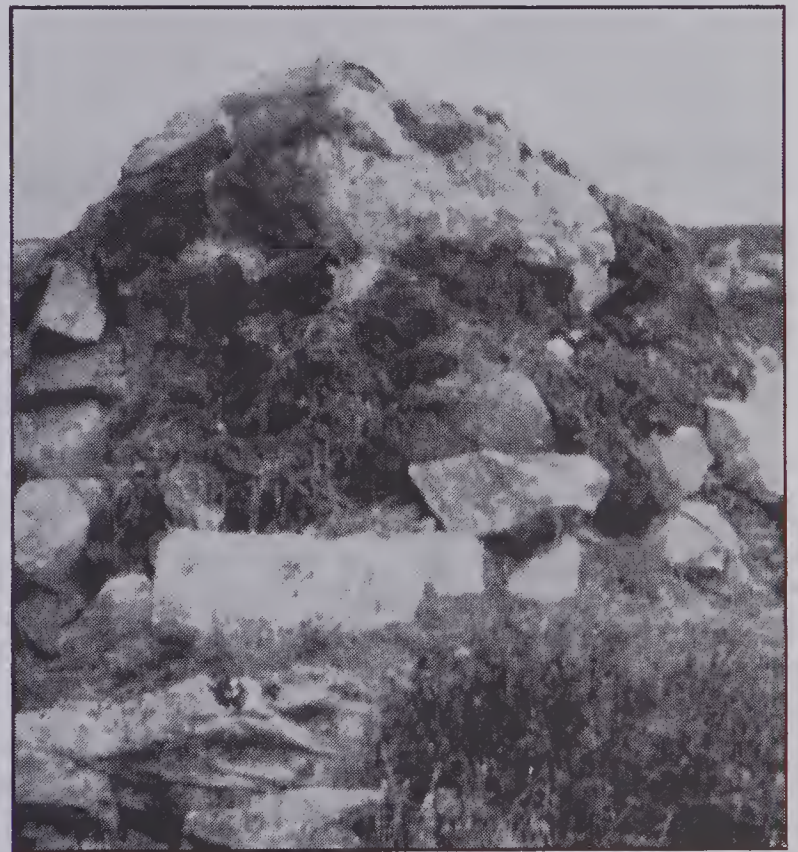
ACTIVITY 5

1. It is late May. The temperature begins to rise above freezing. One afternoon, Toodlik sees a flock of snow geese returning from the south. She knows that she and her family will soon be moving to a new camp.

That evening, Pongalak comes back from hunting and fishing. He did not find much food for the family. He says: "There may be more food at a new campsite. It will take about five days to get there." Arnarquik agrees that it is time to move. Their snow house has started to melt. Food is hard to find. The family will wait for the first clear day.

While waiting, Amarook and Pongalak gather heavy rocks to build a cache. Then they carefully place their heavy winter clothing in it. They also store the dog sleds, extra caribou blankets, a snow knife and two stone pots there. They cover the top of the cache with more heavy rocks to keep the possessions safe.

- (a) What is a cache?
- (b) What is it used for?
- (c) Name five things that are stored there.
- (d) Why do the families not need these things during the summer?



2. In what shape does Pongalak build the cache so that he can easily find it again. Use the picture to help you.

3. Pongalak and his family prepare to leave their winter camp.

How can you tell from the picture that winter has ended and that the air is not so cold?



4. This picture shows Pongalak and his family moving to a new campsite.
(a) How does the dog help?

(b) Why are sleds not used?
(c) What things do you think are carried in the caribou skin bags?



5. Form into groups of four. Decide who will be the following:

Arnarquik
Grandmother
Toodlik
Pongalak

Pretend that you are travelling to a new camp. Talk about the things you would see and do during the first day of travel.

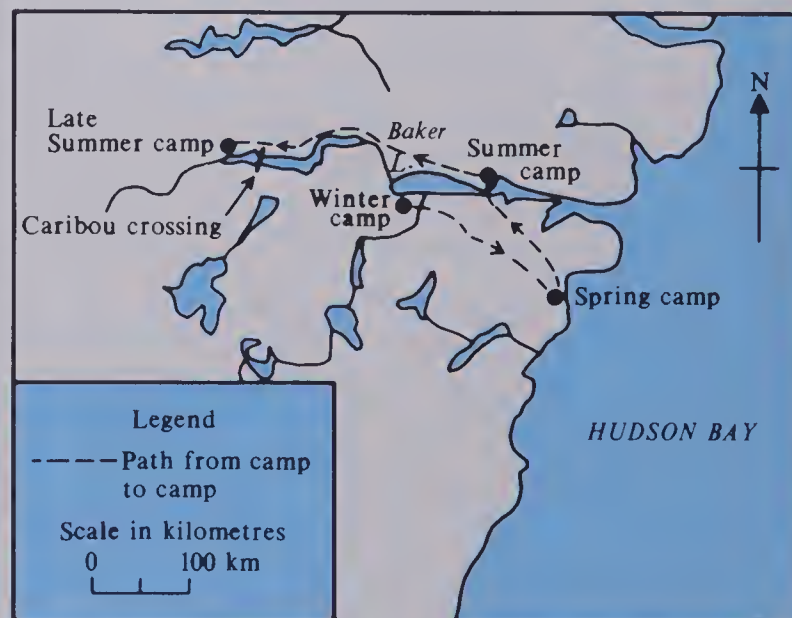
You might like to share your imaginary experience.

6. (a) How far does Pongalak and his family travel from their winter camp to the summer camp? The map scale will help you.

(b) Why do they keep close to rivers and lakes?

(c) Use a wall map or an atlas to find this part of Canada.

In your notebook, draw a map of this area.



ACTIVITY 6

1. The two families finally reach the summer camp.

They will stay there as long as they can find enough food. Arnarquik and Grandmother set up their tent near a river. Amarook's family pitches their tent nearby. First they use wooden

poles to make the frame. They carefully tie caribou skins around the wooden poles. Then they place rocks around the outside edge. These rocks hold the skins down. Finally, Arnarquik places the caribou skins inside. They will be used as sleeping mats.

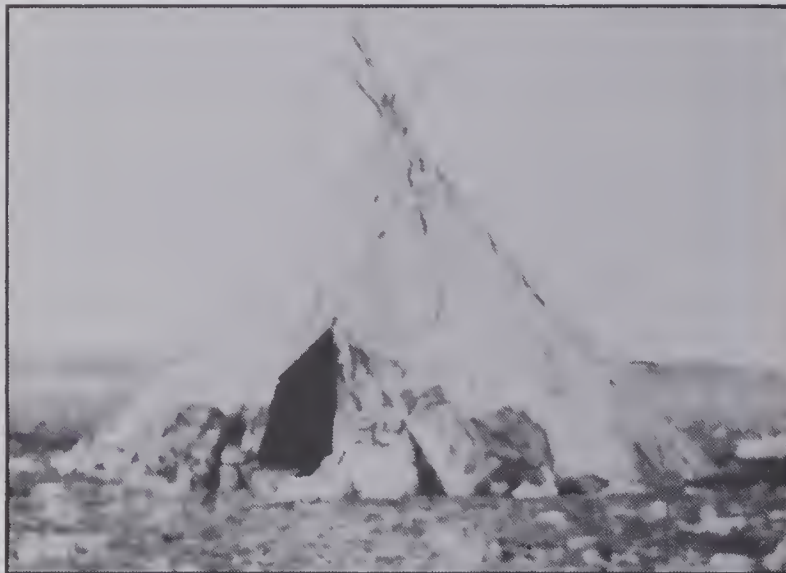


(a) What materials are used to build Arnarquik's summer home?

(b) Describe the shape and size of the tents.

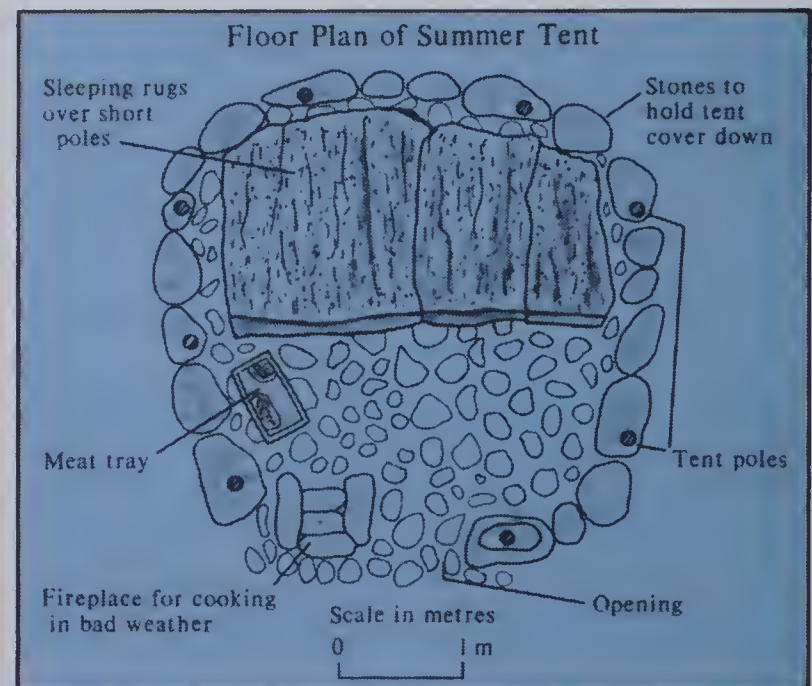
2. (a) Draw a picture of the summer home and the winter home.

(b) How are the homes different?



3. (a) Why does Arnarquik build a summer home that can be quickly taken down?

(b) Why does she need a home that can be easily moved?



4. (a) Compare the size of the floor plan of the summer tent with the floor plan of the winter igloo in Activity 1.

(b) Complete this chart in your notebook.

	Summer Home	Winter Home	My Home
What shape it is			
What it is made from			
What it is used for			

5. Some people near you might have a summer home and a winter home.

What is a summer home often called?

6. (a) Toodlik carries her baby brother in her hood. Describe the clothing that she wears during the summer. Use the picture to help you.

(b) Compare Toodlik’s clothing with the summer clothing that you wear.

(c) What does Toodlik’s clothing tell you about the summer weather in the Arctic?

(d) Draw a picture to show:

Type of Clothing I Wear in Summer	Type of Clothing Toodlik wears in Summer
--------------------------------------	--



ACTIVITY 7



1. Everyone is busy during the short Arctic summer. Each morning Armarook and Pongalak leave camp to hunt or to fish. Arnarquik and Grandmother gather berries. Nearby they collect moss. The moss is used as fuel for cooking. Toodlik helps gather moss or berries. Sometimes

she chews the caribou skins to make them soft. Only baby does not work.

(a) Name some things the families do during the afternoon. Use the pictures to help you.

(b) What things do they do during the evening?

2. Complete this chart in your notebook:

	Morning	Afternoon	Evening
Pongalak's Family My Family			

3. The families spend some part of each day getting food.

(a) During which part of the day are they busy getting food?

(b) Which foods do they look for?

(c) What do they do to get these foods?

The pictures will help you.

4. Make a chart like this:

Read Activities 3 and 4 to help you complete your chart.

	Winter Activities	Summer Activities
Pongalak's Family My Family		

5. Which activities do Pongalak and his family do during both seasons?

ACTIVITY 8

1. What tools are Pongalak and the other men using to get food?

(a) What animal is being hunted?

(b) Why do Pongalak and the other men try to catch the animals in the water?

(c) Why do they hunt together?



2. (a) What food are Pongalak and the other men getting?
(b) Describe how they are catching this food. Use the photograph to help you.

Use these words in your answer:

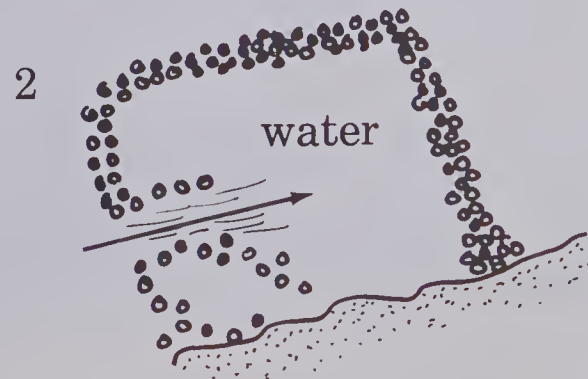
dam
spear
trap



3. (a) Which drawing correctly shows how the men have placed the stones to trap the fish?



- (b) Which two things are wrong on the other map?



4. In your notebook, complete this sentence:

Arnarquik and Grandmother _____ berries.

Use one of these words to help you.

collect
gather
pick
hunt
buy

The picture will help you.

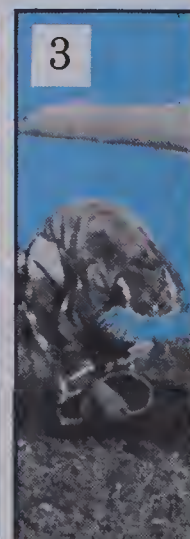


5. These pictures show three ways that Arnarquik's family gets food. The size of each picture shows which method of getting food is most important.

(a) Name three ways the family gets food.

(b) Which way is most important?

(c) Which kind of food is most important?



ACTIVITY 9

1. Arnarquik is cleaning arctic char. What does Arnarquik use to clean these fish? Use the photograph to help you.



2. Why does Arnarquik hang the fish in the sun after she has cleaned them? The photograph will help you.

3. (a) How does this help to preserve the strips of fish?

(b) Why must Arnarquik preserve so much extra caribou meat and fish?

(c) Which three ways does she use to preserve the meat and fish?

bottle
can
dry

freeze
salt
smoke

3. Toodlik and her family eat these foods:

Berries	Meat	Fish	Other
red whortleberry crowberry marsh whortleberry cloudberry bearberry	caribou birds seal arctic hare musk-ox wolverine fox	trout salmon arctic grayling arctic char ling sucker pike	birds' eggs mushrooms

- (a) Make a list of the main foods you eat.
- (b) Which foods do both you and Toodlik eat?
- (c) Which of these foods do you not eat?

4. Caribou meat is the staple food for Pongalak and his family. They need about 150 fat caribou each year to survive. Usually caribou meat is boiled. Sometimes it is fried on a flat stone. Everyone's favourite food is boiled caribou tongue. For Pongalak and his family, this is a delicacy.

- (a) Write the meaning of each underlined word in your notebook.
- (b) Name a delicacy that you like to eat.

5. Pongalak and his family believe that all things in nature are protected by spirits. They call the caribou spirit Nuliajuk. When they do not obey Nuliajuk, the caribou will go away. Then there will be no food.

Nuliajuk gets very angry if someone fishes during the caribou hunt. He also gets angry if someone sews during this time. When he is obeyed, the caribou come back from the south. Then no one is left hungry.

This story tells how the caribou began. It is called a myth.

A long time ago, caribou lived deep inside the earth. There, no one could catch them. One man wanted to bring the caribou to the top of the earth. So, he dug a deep hole. He dug far into the ground until he found the caribou.

Many caribou ran up through the hole and onto the earth. The man waited until there were enough caribou for everyone. Then he threw earth back into the hole to close it. This is how the caribou came to earth for the people to hunt.

- (a) What is a myth?
- (b) How does this story explain how the caribou came to earth?
- (c) What must the hunters do to make sure that the caribou will always return?



The barren-ground caribou belong to the deer family. All caribou have antlers. Their hooves and feet are wide. This helps them to walk on the soft snow. In winter the caribou have long, thick, grey coats. In summer they lose this hair. Their coats then are short and dark.

Caribou are very good swimmers. They can also run up to 70 km an hour over a short distance. The large herds may travel more than 1,500 km during the year. In summer, when they are in northern pastures, they eat arctic grasses and young bushes. In winter, when they move south, they eat lichens. These are small arctic plants that look like moss.

ACTIVITY 10

1. By September, it is time to return to the winter camp. Ice once again covers the river. The caribou have already gone south. Summer is over. The long winter will soon return.

Pongalak and his family go back to their winter camp. First, they stop at

their winter cache and uncover their possessions.

This chart lists some of the possessions Pongalak and his family use in winter. Copy the chart into your notebook. Then, complete it.

Possession	It Is Made From	It Is Used For
clothes blankets sled lamp snowknife tray pot	caribou skins caribou skins wood and bone soapstone bone soapstone soapstone	

2. These are the main possessions which Pongalak and his family use:

caribou skin kayak
antler and bone bow and arrow
caribou skin quiver
bone fish spear
bone fishhooks
bone needles
bone forks and spoons

horn soup ladle
wood clothes frame
caribou skin rugs
willow mats
bone knife
caribou skin pail
stone meat tray

-
- (a) List the possessions which are used to hunt and gather food.
(b) List the possessions which are used to prepare and eat food.
(c) Give each list a title.

3. (a) Which four materials are used to make these possessions?
(b) What materials are used to make some of your possessions?

4. (a) Which hunting possession is Pongalak fixing?
(b) Where do you think Arnarquik and Pongalak learned to make and repair things?
(c) Why is it important to know how to make and repair things?



5. Part of Arnarquik's sled is broken. He decides to fix it by making a new frame of bone. He must first make holes in the bone pieces. Then they can be tied to the runners with caribou hide.

- (a) How does Arnarquik use a bow drill?
(b) Where did Arnarquik probably get the bow drill?



ENRICHMENT

This story is well known to the Hunters and Gatherers of the Central Arctic. They often tell the story to their children.

Once, while two men were hunting, one of the men broke his leg. His friend wrapped it up with hides. He said, "I am going to take you home. I will carry you on my back." They travelled like this for two days without eating. Finally, they found a meat cache. The man who carried the sick man said, "Here we will rest." But after eating some frozen meat, he left the sick man behind.

The sick man slowly dragged himself to the cache of caribou meat. Now he had food and would not starve. But he was cold and lonely all by himself. Often he thought he was going to die. He still could not walk or stand. Once a large bear came near the cache and sniffed the sick man's legs. the man kept very still until the bear left. All through the long, cold, dark winter the man stayed alone by the cache. Everyone thought he had long since died.

One day, as the snow was melting

and the birds were beginning to return, some people came upon the cache. They were looking for food and found the sick man there. They were surprised to find him still alive with an infected leg. The man who had left him behind was shocked to find the man living in a small snowhouse near the cache.

The man had survived the winter beside the cache. Everyone was happy to see him still alive. The man who had left him helped carry him back to camp.

- (a) What qualities are needed to survive in this cold, harsh land?
- (b) Why might the Inuit tell this story to their children?



To the Teacher:

In the cold, desolate Canadian tundra, the Quernermiut, an Inuit group, have adapted to their harsh environment. Contact with more technologically-advanced societies has resulted in their gradual assimilation into Western culture. Although their numbers have been drastically reduced, the Quernermiut continue to inhabit the territory around Baker Lake, living in permanent settlements. Only a scattering of families cling to their traditional nomadic lifestyle based on hunting and gathering.

This book was compiled from data from a number of primary sources, particularly on the report of the Thule expedition whose reference is included at the end of this description. This book focuses on the traditional lifestyle of the Quernermiut rather than detailing the impact of their contact with Western society, although several photographs included in the text disclose evidence of contact with more technologically-advanced societies.

Traditionally, the Quernermiut were a nomadic group of hunters and gatherers. Their way of life was regulated by the migration of animals, particularly the caribou. Here was the most important source of food, providing much of the raw material used in fashioning tools, clothing and shelter. Their diet was supplemented with fish, berries, seals, birds and other small game. Because food was scarce in winter, the Quernermiut dried, froze and stored in caches whatever surplus could be accumulated. As food resources dwindled in winter, the men journeyed by dog-sled to their caches and brought the food back to camp. Despite the storage of surplus food, starvation remained a constant threat for the food could spoil in these caches or be stolen by some animal. On other occasions, poor hunting conditions could also prevent the accumulation of surplus food.

As in most hunting and gathering groups, the role of the men and the women differed; the men's energies were directed to obtaining food while the women cared for the

household. Leadership was informal with the best hunter acting more as an advisor than a leader. Cooperation among members of a group was essential for their survival particularly during the group hunt in late summer. At this time, families camped about three kilometres apart. This enabled the men to quickly congregate when a herd was sighted and also served as a means to watch over a larger territory for the approaching caribou herd.

Like other nomadic groups, the camp altered in size and composition depending upon the season and the availability of food. During the winter and the late summer hunting seasons, the Quernermiut congregated in groups of about ten families. In spring and summer however, only two or three families would migrate and camp together.

This hunting and gathering group was selected for the Vanishing Communities Series to help pupils better understand how a simply-organized community was able to adapt to and survive in a cold desert. Each activity has been planned to allow for both interpretive and analytical thinking. Through these activities, the pupil is directed towards basic understandings about a community whose way of life was based on hunting and gathering. A variety of chart, map, pictorial, photographic and tabular data has been provided to assist pupils in the learning process. The following are ten understandings and related skill objectives about each activity in this book:

Suggested Reading for Teachers:

Report of the 5th Thule Expedition 1921-24. Publisher: Glyndalske Boghaindeln, Copenhagen, Volume 5, Part 1. *The Caribou Eskimos* by Kaj Birket-Smith

Skill Objectives:

1. Examine pictures, a map and a chart to conclude that the Central Arctic is a cold land with a long, cold winter and a short summer.
2. Use photographs and a floor plan to describe the construction, materials, shape, size and use of a snow house.
3. Analyze two pictures to describe the inside of an igloo and its use and to observe the appearance of men's winter clothing.
4. Interpret pictures to note that the hunters travel in winter by dog sled. Read that a form of winter entertainment is the group dance.
5. Identify and describe a cache. Recall from pictures the method of moving to a new camp and use a map to note the location of the summer camp.
6. Use a photograph and a ground plan of the summer tent to describe the materials used in its construction, and its shape, size and use.
7. Use pictorial information to generalize that men, women and older children spend part of every day in summer getting food.
8. Interpret pictures and a chart to describe ways that food is obtained and that hunting caribou is the most important method.
9. Describe ways to preserve fish and meat and compare the main foods eaten by the hunters and gatherers with our main foods.
10. Conclude from a list that the possessions are made from local materials and are used mainly to help the hunters and gatherers obtain and prepare food.

Understandings:

1. The Central Arctic is largely a cold, barren wasteland with a climate characterized by temperature extremes and a brief summer.
2. The winter homes are quickly built using nearby materials and are small and conical in shape.
3. The winter igloo is used for cooking, eating, sleeping and for making, mending and storing possessions such as clothing.
4. Dog sleds provide the main means of winter transportation. Group dances are held during the long, winter evenings to enable families to come together to socialize.
5. In the spring, when food resources have been depleted, the hunters and gatherers move on foot to a new camp with their basic possessions, and storing unneeded ones in a stone cache.
6. The summer shelter is both light-in-weight and portable and like the families' summer clothing, provides protection against rain and cool temperatures.
7. Getting food is the most important daily task of the adults and older children during the brief arctic summer.
8. Food is obtained in summer by group hunting, fishing and gathering.
9. Surplus food is preserved for winter use. Caribou meat is the staple food of the hunters and gatherers.
10. Most of the possessions are made from the resources of their habitat and are used to obtain and prepare food.

1. The first step is to identify the key components of the system. This includes understanding the hardware, software, and data involved.

2. The second step is to analyze the system's performance. This involves monitoring various metrics such as response time, throughput, and error rates.

3. The third step is to identify bottlenecks. These are areas where the system's performance is significantly degraded, often due to resource constraints or inefficient code.

4. The fourth step is to implement optimizations. This can involve upgrading hardware, rewriting code, or reconfiguring the system architecture.

5. The fifth step is to test the optimized system. This ensures that the changes made have improved performance without introducing new issues.

6. The sixth step is to monitor the system continuously. This helps in identifying any new bottlenecks or performance degradation over time.

7. The seventh step is to document the process. This includes keeping records of the steps taken, the results achieved, and any lessons learned.

8. The eighth step is to communicate the findings. This involves sharing the results of the optimization process with relevant stakeholders.

9. The ninth step is to plan for future improvements. This involves identifying areas for further optimization and setting a timeline for implementation.

10. The tenth step is to review the process. This involves reflecting on the optimization process and identifying areas for improvement in the future.

* 000000015503 *

DUE NOV 21 '92	
1992 NOV 1 8	RETURN
DUE MAR 15 '93	
MAR 29	RETURN
RETURN MAR 25 '95	

6 RETURN

MAR 12 '91

MAR 26 '91

APR 10 '94

APR 02 REK/PA

OCT 26 1971

NOV 13 '88

NOV 19

SEP 23 1991 RETURN

DEC 04 '91

DEC 02 1991 PETITIA

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

VANISHING COMMUNITIES

in this Series:

Hunters and Gatherers of the African Rain Forest
Hunters and Gatherers of the Central Australian Desert
Cattle Herders of the East African Highland
Camel Herders of the North African Desert
Cultivators of the South American Jungle
Cultivators and Traders of a Tropical Pacific Island

NATIVE PEOPLES OF CANADA

Hunters and Gatherers of the Western Plains
Hunters and Gatherers of the Central Arctic
Fishermen and Traders of the North Pacific Coast
Cultivators and Traders of the Eastern Woodlands



Publishers Limited

ISBN 0-88871-158-1